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| *What will they be learning, why and in what order?* |
|  | **Term 1****Ceramic tiles based on the work of Kimmy Cantrel and Rosti.** | **Term 2****Recycling** **Human figures** | **Term 3****Graphic Products****Graffiti and street art Lightboxes** |
| **Bridge/ Foundation knowledge required** | Knowledge will be built through a process of research and analysis.  | Building on knowledge and understanding from term 1 in the use of 2D media to present 3D ideas.  | Building on the knowledge gained from term 1 and 2 on processes of design.  |
| **Key Learning Experience / Skills** | * How to research visual material to inform ideas appropriate to a given brief.
* Written analysis of the work of existing designers and in particular Kimmy Cantrel and Rosti.
* Visual analysis of the work of existing designers and in particular Kimmy Cantrel and Rosti.
* Developing drawing skills in visual studies of artists’/designers’ work.
* How to use a design process to support their own imagination and skills in producing creative outcomes.
* Using drawing as a thought process, creating imaginative responses in producing Ideas Sketches of their own tiles based on the provided research.
* How to make 2D images appear to be 3D.
* How to use colour and present a sense of texture in 2D work.
* Analysis of own ideas.
* Understand Health and Safety: Understand the safe use of clay and preventing potential hazards from silicosis
* How to explore and experiment with 3D media.
* How to create final 3D mounted tiles based on the work of Cantrel.
* How to evaluate own work as a log of critical understanding and as self-assessment.
 | * Analysing the work of existing designers (Michelle Reader, Chris Jenkins) Building on knowledge of research and analysis of visual material to inform ideas appropriate to a given brief.
* Visual studies of the work of existing designers
* Drawing basic forms to look 3D (cuboids, cylinders)
* How these shapes can be combined to create 3D basic volumetric figure.
* Health and Safety: Understand the safe use of a variety of materials and equipment that may have potential hazards (liquid glue/papier mâché)
* Learning the importance of recycling resources and how to respond creatively to given materials.
* Building on knowledge and understanding the use of 2D media to present 3D ideas.
* Creating 3D ideas in the form of foil and papier mâché figures/maquettes.
* How to create an armature from adding bamboo ‘limbs’ and/or other skeletal features to a water bottle.
* Using papier mâché to model and to consolidate their design. Modelling skills.
* Adding colour and adding tone to enhance the 3D and textural qualities of their figure.
* Writing an evaluation. An evaluation of own work as a log of critical understanding and as self-assessment
 | * Making visual studies of the work of graffiti/street artists. Looking at the street art in Hull and street art created by national/international artists such as Blek Le Rat etc
* Written analyses of this work. Building on knowledge and understanding of analysis and its use to inform own designs.
* Development of own ideas for appropriate street art designs. Use of creativity to produce a saleable product.
* Analysis of own ideas and how they could be used in various products.
* Experiments and explorations of various surface techniques e.g. printing, stencilling, relief paperwork etc.
* Using Software to create designs on the laser-cutter.
* Assimilating previous designs to utilise them in a practical setting. Producing ideas of various products that contain their street art designs.
* Analysing in notation form the ideas they have created.
* Developing their idea in making (a lighting feature) (various products that utilise their idea. (e.g. T-shirt design, USB design, Key fob design etc.)
* Building on previous experiences in evaluating their own work.
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| **Assessment**How will you assess the impact of teaching? | * Use of starter activity- chatter box for questions about previous learning and previous lessons.
* Constant feedback through verbal interaction.
* Mid -term assessment criteria
* NOW NEXT THEN tasks on the board.
* Use of visual language in questioning and analysis of designers’ work
* Own work created in response to the artist’s work
 | * Use of chatter box for recall
* Mid-term assessment criteria
* Volumetric figure drawings.
* 2D ideas.
* Consolidation of process, creativity & skill in final piece.
* Use of visual language in questioning and written feedback/evaluation
* Constant feedback through verbal interaction.
* NOW NEXT THEN tasks on the screen.
 | * Use of chatter box for recall
* Mid-term assessment criteria
* Graffiti designers and street artist drawing
* Own Graffiti ideas.
* Consolidation of process, creativity and skill in final piece.
* Use of visual language in questioning and written feedback/evaluation
* Constant feedback through verbal interaction.
* NOW NEXT THEN tasks on the screen.
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| **CIAG Links** | Employability skills: Communicating with others Listening.Developing creativity.Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.Following Health and Safety rules   | Employability skills: Communicating with others Developing creativity.Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.Following Health and Safety rules   | Employability skills: Communicating with others Developing creativity.Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.Following Health and Safety rules   |
| **British Values**  | Respect the opinion of others Collaboration. Support each other with constructive feedback  | Respect the opinion of others Collaboration. Support each other with constructive feedback  | Respect the opinion of others Collaboration. Support each other with constructive feedback  |
| **Cross Curricular Link Numeracy** | Proportion. Shape, space and form. Basic 3D forms.  | **Cross Curricular Link- Literacy** | Key vocabulary and sentence structure in research and analysis.   |
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| ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** |

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